2004

ACADEMIC PERFORMANCE INDEX

BASE REPORT

Information Guide

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prepared by the

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Preface

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their accountability programs to meet requirements of California's Public Schools Accountability Act (PSAA) of 1999. The guide explains the background and calculation of the 2004 Academic Performance Index (API) Base reports.

This guide is not intended as a substitute for state and federal laws or regulations or to detail all of a coordinator's responsibilities in administering accountability requirements in an LEA or school. This guide should be used in conjunction with academic accountability information provided on the California Department of Education (CDE) Web site at *http:// www.cde.ca.gov/ta/ac/ap/*.

The guide is divided into two parts:

■ The first part encompasses "New Information About the 2004 API Base" that summarizes key points of this document and the 2004 API Base reports. The New Information section is aimed at readers generally familiar with API calculation and reports who need to know the latest news about the API.

■ The second part covers "Background Information About the 2004 API Base" that provides readers additional detailed information about API calculation and reporting.

An appendix is provided at the end of the guide to describe technical details about the 2004 API Base reports.

This publication is available on the CDE Web site to assist LEAs as they prepare for the release of the 2004 API Base reports beginning March 15, 2005, on the CDE Web site at *http://api.cde.ca.gov*. The guide can be accessed at *http://www.cde.ca.gov/ta/ac/ap*. Material in this publication is not copyrighted and may be reproduced.

New Information About the 2004 API Base

Key Points in This Guide

Topic	Description	For More Information
New Information		
2004 API Base	**New Indicators** Results of the *California Standards Test* (*CST*) in science, grade five, and in history-social science, grade eight, are added to the API beginning with the 2004 API Base.	"Changes to the 2004 API Base" (page 5)
	Norm-referenced Test Only at Grades Three and Seven Norm-referenced test (NRT) results are included in the 2004 API Base only at grades three and seven. The NRT is the *California Achievement Test, Sixth Edition, Survey* (*CAT/6 Survey*).	"Changes to the 2004 API Base" (pages 5–6)
	New Method of Calculation for API Because the tests included in the API will no longer have results at every grade level, 2004 API Base calculations are revised. The new method takes into account that students at some grade levels are tested in more content areas and/or with different tests. The new method was adopted so that an API better reflects the combined accomplishments of all of the students at a school. **Senate Bill 722** This bill aligns some state API requirements with federal No Child Left Behind (NCLB) requirements in the areas of redefining "numerically significant" for subgroups, as well as school district and school mobility.	"Changes to the 2004 API Base" (pages 6–8) "2004 API Base Calculation" (pages 16–22) Additional background information in *2004 Academic Performance Index (API) Base Technical Information* on the CDE Web site at *http://www.cde.ca.gov/ta/ac/ap*.
2005 API Growth	**District of Residence** Starting with the 2005 AYP and the 2005 API Growth reports, the results of special education students will be attributed to the sending school district (district of residence). Their results still will be included in the school level reports of the schools under the county office of education (COE) or school district, but the results will not roll up into an LEA report for the COE or school district.	"Future Issues" (pages 11–12)
2005 API Base and Future APIs	**Senate Bill 722** In addition to changes for the 2004 API Base, this bill also will impact the 2005 API Base in order to align certain aspects of the API with NCLB requirements. Beginning with the 2005 API Base, two additional subgroups (English learners and students with disabilities) will be required to meet state accountability comparable improvement requirements. **Assembly Bill 1858** This bill authorizes nonpublic, nonsectarian schools to receive an API. Implementation of these requirements will take effect once appropriate data become available.	"Future Issues" (pages 11–12)

Topic	Description	For More Information
Background Information		
API Purpose and Definitions	The 2004 API Base and 2005 API Growth make up the 2004-05 API reporting cycle	"What is the API?" (pages 24–26)
API Targets	API schoolwide and subgroup growth targets are defined. Definitions of subgroups are provided	"What are API Targets?" (pages 29–32)
API Ranks	Statewide decile ranks and similar schools decile ranks are defined. Ranks are provided in API Base reports but not in API Growth reports.	"What are API Ranks?" (pages 33–36)
Where to Find Help	California Department of Education (CDE) offices that are related to academic accountability can provide further assistance through Internet, e-mail, or phone access.	"CDE Contacts and Related Internet Sites" (pages 51–52)
Appendix		
Technical Details	The Appendix includes the calculation rules and other technical information related to the 2004 API Base reports.	"Appendix" (pages 53–61)

Changes to the 2004 API Base

Because of substantial interest in the changes to the 2004 Academic Performance Index (API) Base, the CDE is providing a webcast on March 3, 2005, for local educational agencies (LEAs) about the 2004 API Base calculations. The webcast will be broadcast live via a Web site hosted by the Sacramento County Office of Education (SCOE), and remote receiving sites can view the presentation via the Internet. The proceedings will be recorded and can later be "streamed" over the Internet for viewing on demand. The recorded webcast can be viewed on the SCOE web site at *http://www4.scoe.net/ims/webcasts/* after the March 3 telecast.

Changes to the 2004 API Base involved current and future changes in California's testing system. These changes included the availability of new tests for the API and changes in administration of the norm-referenced tests (NRTs).

New Indicators

The *CST* in science, grade five, is the first of three universally administered science tests developed to meet No Child Left Behind (NCLB) requirements. The *CST* in science, grade five, became operational in 2004 and is a cumulative test based on state academic standards in science for grades four and five. All grade five students are expected to participate in this assessment unless otherwise exempted.

The *CST* in history-social science, grade eight, is a cumulative test based on state academic standards in history-social science for grades six, seven, and eight. All grade eight students are expected to participate in this assessment unless otherwise exempted.

Consistent with *The Academic Performance Index (API): A Six-Year Plan for Development (2001–2006)*, the *CST* in science, grade five, and *CST* in history-social science, grade eight, are added to the API beginning with the 2004 API Base.

Change in NRT

California's current statewide NRT is the *California Achievement Test, Sixth Edition Survey (CAT/6 Survey)*. In August 2004, Senate Bill 1448 was enacted, reauthorizing the Standardized Testing and Reporting (STAR) program. This bill also specified a change in the administration of California's NRT under the STAR program. Beginning with the 2005 test administration, only students in grades three and seven will be administered the NRT. (In previous years, students in

grades two through eleven were administered the NRT.) The reduction in the number of grade levels with test results means that the 2004 API Base indicators, weights, and calculation need to match the 2005 API Growth that will use NRT test results in grades three and seven only. In keeping with past practice, only tests given in the growth year will be included in the base year API.

The following table shows the assessments to be used in the 2004 API Base as a result of changes in the STAR program. This table shows all assessments given in grades two through eleven in both 2004 and 2005.

Assessments to Be Used in the 2004 API Base

	Grades Tested									
	2	3	4	5	6	7	8	9	10	11
STAR										
CST in ELA	x	x	x	x	x	x	x	x	x	x
CST in Mathematics	x	x	x	x	x	x	x	x	x	x
CST in Science				x				x	x	x
CST in HSS							x		x	x
CAT/6 Survey		x				x				
CAHSEE										
ELA									x	
Mathematics									x	

STAR = Standardized Testing and Reporting program; *CST = California Standards Tests*; ELA = English-language arts; HSS = History-social science; *CAT/6 Survey = California Achievement Test, Sixth Edition Survey*; CAHSEE = California High School Exit Examination

New API Calculation Method

To meet requirements of the PSAA, new indicators are added to the API Base each year as additional test results become available. The new indicators, along with the existing API indicators, establish the baseline components for an API reporting cycle. As new indicators are incorporated into the API, changes to the API calculations occur. The State Board of Education (SBE) adopts the API Base calculations for each reporting cycle.

In considering the 2004 API Base, the SBE recognized the importance of maintaining consistency in the API and minimizing any changes in the API calculations. However, it also recognized the need for maintaining the statistical soundness of the API given current and future changes to the state's testing system. To meet these needs, the SBE adopted a new way of calculating the API beginning with the 2004 API Base.

The new API calculation will take into account that students at some grade levels are tested in more content areas and/or with different tests. The new calculation

also will easily accommodate schools with different grade span configurations. This calculation change will result in 2004 API Base scores that will better reflect the combined accomplishments of all of the students at a school and, therefore, will be a more accurate measure of the schools' academic accomplishments.

The change to the new calculations will result in content area weights that may be slightly different for each school. Each school's content area weights will be determined based on (1) test weights established by the SBE and (2) the number of valid test scores in each content area and grade level at a school.

The new API method determines the API as the weighted average of student scores across content areas and tests results within the school. The new API calculation method follows five basic steps:

1. Apply performance level weighting factors (i.e., 1000, 875, 700, 500, or 200) and inclusion/exclusion rules to student results to be used in the API (same as in prior API calculations). Performance level weighting factors are described on page 17.

2. Multiply each student score (i.e., performance level weighting factor) by the test weights established by the SBE.

3. Sum the products of #2.

4. Sum the test weights applied to each student score (i.e., performance level weighting factor).

5. Divide the total for #3 by the total for #4 and add the Scale Calibration Factor (SCF) to produce the school's API. The SCF is described in detail on pages 17 to 18.

As was done in previous years, the API is calculated separately for grades two through six, seven through eight, and nine through eleven. Examples of the 2004 API Base calculation are shown on pages 19 to 22.

If all students at a school take all tests and have valid scores, and there are no missing data, then a school's 2004 API Base would result in the same score using the previous method or the new method of calculation. If some students at a school do not take one or more tests, the 2004 API Base score would be slightly different using each calculation method.

Inclusion/exclusion rules are applied to a school's test results used in the API in the same way as in prior API calculations. For example, a student taking a test with modifications would have a performance level weighting factor of 200 applied for API calculations.

The same methodology used for calculating the API for schools will be used to calculate the APIs for subgroups, school districts, and county offices of education.

What are Test Weights?

Test weights are the weights that are assigned to each tested content area used in the API and are applied at the individual student test level. The SBE recognized that the question of the appropriate test weights is a policy issue rather than a technical issue, and its members adopted test weights that they believed reflected the curriculum priorities in California public education.

Test weights are different from the API indicator weights used in prior API calculations because they are applied at the individual student test level rather than at the school level. Test weights are shown as decimals rather than percentages to distinguish them as student test level weights. The test weights set for the API Base will be the same for the API Growth within an API reporting cycle. The test weights are the same for all schools (based on grade spans two through eight and nine through eleven) and are the same for a school's API as well as for its subgroup APIs. The SBE adopted separate test weights for grades two through eight and for grades nine through eleven.

Grades Two Through Eight

The SBE adopted the following test weights for grades two through eight:

2004 API Base: Test Weights, 2–8 Grade Levels

Content Area	2004–05 Test Weights
CST in ELA	0.480
CST in Math	0.320
CST in Science	0.200
CST in HSS	0.200
NRT Reading	0.060
NRT Language	0.030
NRT Spelling	0.030
NRT Math	0.080
Total	1.400

Note: The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

The SBE adopted relatively low test weights of .20 for the *CST* in science, grade five, and .20 for the *CST* in history-social science, grade eight. The SBE acknowledged that elementary and middle school staffs will need sufficient time and resources to focus greater emphasis in the areas of science and history-social science. In addition, the instructional materials adoption for these content areas is not scheduled until 2006. Comparatively low test weights, therefore, were adopted for the 2004 API Base to provide adequate start up time for schools and school districts over the next several years. The SBE will reevaluate the weights after instructional materials are adopted.

Grades Nine Through Eleven

The SBE adopted the following test weights for grades nine through eleven:

2004 API Base: Test Weights, 9–11 Grade Levels

Content Area	2004–05 Test Weights
CST in ELA	0.300
CST in Math	0.200
CST in Science	0.150
CST in HSS	0.225
CAHSEE ELA	0.300
CAHSEE Math	0.300
Total	1.475

Note: The test weights shown in this table do not reflect the content area weights for a school, which will vary based upon these weights and the number of valid test scores in each content area. Test weights do not total 1.00.

What are Content Area Weights for Each School?

Content area weights at the school level are unique to each school, based on the test weights established by the SBE, the school's grade span configuration, and the number of valid test scores in each content area for the school. A school's content area weights are not needed in calculating the API, but they will be provided on the API reports for information only.

Content area weights differ from test weights because they are school level weights (rather than student level test weights), and they are not the same for all schools. In addition, although the test weights established by the SBE remain the same within an API reporting cycle, a school's unique content area weights within a reporting cycle may be slightly different for the API Base and Growth (e.g., 2004 API Base and 2005 API Growth). The amount of difference will depend on the amount of variation in the counts and grade levels of test takers in the base year (e.g., 2004) and the growth year (e.g., 2005) at the school. For the similar schools ranks, each school's content area weights are likely to vary slightly compared to the 100 other schools with similar demographic characteristics.

Examples on pages 19 to 22 show how content area weights are determined. The example on page 22 shows the school level content area weights for the most common grade spans, using the assumption that there are an equal number of valid scores at each grade level, and there are no missing data.

Comparison of Test Weights and Content Area Weights

The following table describes differences between test weights and content area weights used in calculating an API for a school or school district.

	Test Weights	Content Area Weights
Same weights for all schools?	Yes. The test weights were set by the State Board of Education and are the same for all schools and school districts. Test weights are applied according to the grade levels tested. Grade levels 2-8 have one set of weights, and grade levels 9–11 have a different set of weights.	No. The content area weights may vary slightly from school to school depending upon the grade levels tested, number of tests taken, number of valid scores, and degree of missing test data.
Same weights for 2004 API Base and 2005 API Growth?	Yes. The test weights set for the 2004 API Base will be the same used for the 2005 API Growth. The test weights will probably be the same for the following year's API reporting cycle (2005–06) because there are no new indicators scheduled to be added to the API.	No. The content area weights may vary slightly between a school's 2004 API Base and its 2005 API Growth for the same reasons as previous question.
Same weights school API and subgroup APIs?	Yes. The test weights are the same for a school's API as well as for its subgroup APIs.	No. The content area weights may vary slightly between the schoolwide API and the subgroup APIs at a school for the same reasons as previous question.
Same weights for all school districts?	Yes. The same test weights used for school APIs are used for school district APIs.	No. The content area weights may vary slightly between district APIs and school APIs for the same reasons as previous question.

Legislative Changes

Senate Bill 722 was enacted on September 30, 2004, to align some state API requirements with requirements of the federal No Child Left Behind (NCLB) Act. The following changes to the API will occur due to this alignment beginning with the 2004 API Base:

1. The definition of a "numerically significant" subgroup will be:
   - At least **50** students (30 students under previous requirements), each of whom has a valid test score, that constitute at least 15 percent of a school's total population of students with valid test scores

   OR

   - At least 100 students with valid test scores (same as previous requirements)

2. The mobility exclusion rule will apply at the **school** level (rather than at the school district level under previous requirements). Specifically, test scores that will be included in calculating a school's API will be only those of students who were counted as part of the school enrollment in the annual CBEDS data collection for the current fiscal year and who were continuously enrolled in the school during that year.

These changes are reflected in the "Inclusion/Exclusion Rules for Calculating the 2004 API Base" on pages 54 to 56.

Future Issues

District of Residence

The federal No Child Left Behind Act (NCLB) of 2001 requires that all schools and local educational agencies meet adequate yearly progress (AYP). The requirement for states to include all students in determining the academic accountability of local educational agencies (LEAs) highlights the continued difficulty in determining and holding accountable the appropriate education service provider of a student who receives special education services outside of his or her district of residence. Students with individualized education programs (IEPs) may be receiving services at a location other than their home or local school district. The question arises about which entity should be held accountable, the district of service or the district of residence if the two are not the same. District of service refers to the school district, county office of education, or state-operated program providing the majority of services and/or receiving funds. District of residence is defined as the district where the student's parents/guardians reside.

There are many special education service delivery models within California. The school or district of residence can be different than the school or district of service for students with disabilities. If the student's district of residence is not able to provide a free and appropriate public education for the student, then other educational settings may be offered. In some cases the needed special education services may be available through a county office of education, another neighboring school district, a state special school or a nonpublic, nonsectarian school or agency.

Beginning with the 2004-05 testing year, both the STAR program and *CAHSEE* student answer documents will include information about each student's district of service and district of residence. In order to meet federal NCLB requirements, changes will be made in California's accountability reports, beginning with the 2005 Accountability Progress Report (which will include results of 2005 AYP and 2005 schoolwide API Growth) and the 2004–05 API Growth report. More specifically, the STAR test scores for a student receiving special education services will be attributed to the student's district of residence instead of the student's district of service for these reports. Score results would continue to be attributed to the student's school of service.

Detailed information about these changes will be provided prior to the release of the 2005 Accountability Progress Reports in August 2005.

Two New Subgroups

Beginning with the 2005 API Base to be reported in March 2006, two additional subgroups, English learners and students with disabilities, will be required to demonstrate comparable improvement on the API. This is a new requirement established by Senate Bill 722, enacted on September 30, 2004, to align some state API requirements with federal requirements under NCLB.

APIs for Nonpublic, Nonsectarian Schools

Assembly Bill 1858, enacted on September 30, 2004, places new requirements on nonpublic schools (NPS) that provide special education to foster youth who reside in licensed children's institutions and foster family homes.

The bill specifies, among other provisions, that a nonpublic, nonsectarian school (as identified in *Education Code* Section 56366) is subject to the alternative accountability system. Schools in the alternative accountability system may receive an API score if the school has 11 or more valid test scores and the school chooses to receive an API score for at least three years. Implementation of these requirements will take effect once data become available.

Talking Points for School Districts

- Academic growth on the Academic Performance Index (API) continues to be the central focus of the Public Schools Accountability Act (PSAA) of 1999.

- The California Department of Education has developed a new method for calculating the API, beginning with the 2004 API Base. This method takes into account the addition of new indicators, changes in grades tested on the *California Achievement Test, Sixth Edition Survey* (*CAT/6 Survey*), and testing differences between grades and subjects tested. The new methodology for calculating the API is designed to accommodate future changes in the STAR Program.

- The 2004 API Base reflects the state's increasing emphasis on the *California Standards Tests* (*CSTs*) and other standards-based assessments as primary measures of students' academic achievement. API calculations also include results of the *CAT/6 Survey* and results of the *California High School Exit Examination* (*CAHSEE*) for tenth grade students.

- Due to the change in the API calculation method, each school's content area weights may be slightly different. This difference will depend on the number of valid test scores in each content area and grade level at a school.

- New indicators for the 2004 API Base include results from the *CST* in science in grade five and the *CST* in history-social science in grade eight. In addition to the indicator changes, results of the *CAT/6 Survey*, which has been given in grades two through eleven in past years, only will be available for grades three and seven.

- The API is based on growth; therefore, the 2004 API Base only should be compared with the 2005 API Growth that will be reported next fall. The 2005 API Growth will be based on the same indicators and calculation method as the 2004 API Base.

- The annual growth target has not changed. It is still five percent of the distance from a school's API to the statewide target of 800 or a minimum of one point growth.

- The 2004 API Base Report also shows how each of our schools is performing academically in comparison to other schools in the state that are similar in the student population served. This additional information is particularly helpful as school staffs review their school plans and begin planning for next year.

■ Two subgroups, English learners and students with disabilities, will be added to the list of subgroups used in API calculations, beginning with the 2005 API Base, to be reported in March 2006.

■ All students, including English learners and students with disabilities, are required to be assessed on the *California Standards Tests*.

API Timeline

March 2005	API Reports for 2004 API Base posted on the California Department of Education (CDE) Web site at *http://api.cde.ca.gov*. These reports include the 2004 API Base, growth targets, subgroup data, demographics data, statewide and similar schools ranks, and school content area weights.
August 2005	2005 Accountability Progress Reports posted on the CDE Web site at *http://ayp.cde.ca.gov*, which will include schoolwide and LEA-wide 2004–05 API Growth information.
September 2005	Data review based on 2005 test results for all school districts is scheduled. All data review procedures conducted by CDE are an effort to help LEAs increase the quality and accuracy of data.
October 2005	Complete API reports for 2004–05 Growth (including subgroup APIs) posted on the CDE Web site at *http://api.cde.ca.gov*. These reports include the 2005 API Growth, 2004 API Base, growth targets, growth in the API, subgroup data, whether growth targets were met, and awards eligibility. These reports will not include information for schools that are changing demographic data through the test publisher.
January 2006	Final 2004–05 API Growth reports and revised 2005 AYP reports to be posted on the CDE Web site. These reports will reflect data corrections made through the test publisher.
March 2006	2005 API Base reports posted on the CDE Web site at *http://api.cde.ca.gov*.

2004 API Base Calculation

API Indicators

The results of certain statewide assessments are used as indicators in the API. The results from the 2004 Standardized Testing and Reporting (STAR) program and the 2004 *California High School Exit Examination* (*CAHSEE*) were used in calculating the 2004 API Base.

Content Areas and Grade Levels of State Assessments Used in the API

This table lists the content areas and grade levels of the assessments used in calculating the 2004 API Base. The 2005 test results of these same assessments will be used in calculating the 2005 API Growth. **Changes to the indicators from the previous API reporting cycle are shown in bold in the following table.**

2004 Standardized Testing and Reporting (STAR) Program

- *California Standards Tests (CSTs)*
  - *The California English-Language Arts Standards Test* (*CST in ELA*) was included for all grade levels assessed: grades two through eleven, including a writing assessment at grades four and seven.
  - The *California Mathematics Standards Test* (*CST* in mathematics) was included for all grade levels assessed: grades two through seven, and grades eight through eleven for the following course-specific tests:
    - General mathematics (grades eight and nine only)
    - Algebra I
    - Geometry
    - Algebra II
    - Integrated mathematics 1, 2, or 3
    - High School Summative Mathematics Test
  - The *California History-Social Science Standards Test* (*CST* in history-social science) was included for **grade eight (NEW)**, ten (world history), and eleven (U.S. history).
  - The *California Science Standards Test* (*CST* in science) was included for **grade five (NEW)** and for grades nine through eleven for the following course-specific tests:
    - Biology/life sciences
    - Earth science
    - Chemistry
    - Physics
    - Integrated/coordinated science 1, 2, 3, or 4

- *California Alternate Performance Assessment* (*CAPA*)
  - The *California Alternate Performance Assessment* (*CAPA*) in English-language arts and mathematics was included for grades two through eleven. This *CAPA* is based on a subset of state academic standards.

- Norm-referenced test (NRT)
  - The *California Achievement Test, Sixth Edition Survey* (*CAT/6 Survey*), was included for all content areas at **grades three and seven only (NEW)**. The content areas for grades three and seven included reading, language, spelling, and mathematics.

2004 California High School Exit Examination (CAHSEE)

- The *California High School Exit Examination (CAHSEE)*, administered in February and March 2004 (and May for make ups), was included for grade ten. The *CAHSEE* covers English-language arts and mathematics.

Performance Levels and Weighting Factors Used in the API

In calculating the API, students' performance levels on the *CSTs*, national percentile ranks (NPR) on the norm-referenced test (*CAT/6 Survey*), and pass/no pass scores on the *CAHSEE* are used in conjunction with weighting factors to determine a weighted score for a content area. Performance levels on the *California Alternate Performance Assessment* (*CAPA*) also are included in the API and treated in the same way as standard *CST* performance levels. A scale score of at lease 350 on the *CAHSEE* is considered passing for the API.

CST Performance Levels	NRT Performance Bands	*CAHSEE* Score	Weighting Factors	Point Gain for Movement
Advanced	80–99th NPR	Pass	1000	125
Proficient	60–79th NPR	N/A	875	175
Basic	40–59th NPR	N/A	700	200
Below Basic	20–39th NPR	N/A	500	300
Far Below Basic	1–19th NPR	No Pass	200	N/A

NPR = National Percentile Rank

The "Point Gain for Movement" column illustrates that the weighting factors of the API were established as a progressive weighting method to encourage low performing schools to improve.

Scale Calibration Factors (SCFs)

The SCF provides a positive or negative adjustment to every school's API each year in order to maintain consistency in the statewide API scale from one API reporting cycle to the next. SCFs are the same within each API reporting cycle, so the 2003 API Base SCF is the same as the 2004 API Growth SCF. The SCF does not allow for year to year comparisons of school/district APIs.

In general, the calculation of the SCF for the 2004–05 API reporting cycle is the difference between the statewide average 2004 API Growth and the statewide average 2004 API Base. SCFs are calculated separately for elementary grades (two through six), middle grades (seven and eight), and high grades (nine through eleven). While all APIs include the SCF, some schools, including those in the Alternative Schools Accountability Model (ASAM), small schools, and schools with data problems, are excluded from the SCF calculation.

Schools that include students in more than one of the grade span segments (two through six, seven and eight, or nine through eleven) have the SCF applied separately to each grade span segment before the school level API is calculated (see next section, "Additional Calculation Rules [Bridge Schools]"). The SCF for each numerically significant subgroup API at a school is calculated the same as the schoolwide SCF.

2004–05 API Scale Calibration Factors (SCFs)

Grade Levels	SCF
Grades 2–6	30.37
Grades 7–8	43.89
Grades 9–11	29.70

Additional Calculation Rules (Bridge Schools)

To accommodate the inclusion of the SCF, the API is calculated separately for three main grade span segments: grade levels two through six, seven through eight, and nine through eleven. However, some schools, referred to as "bridge schools," have grade spans that overlap these categories (i.e., K–8, K–12). In these cases, the API is the average of the APIs for the grade configuration segments, weighted by the total test weight for students with valid STAR scores in the segments. For example, for an LEA with kindergarten through grade twelve, the API is the weighted average of the APIs for grades two through six, seven through eight, and nine through eleven.

Spreadsheet Examples for Calculating the API and School Content Area Weights

The following three pages provide examples of how the 2004 API Base is calculated for:
- Elementary School (Grades Two Through Six)
- Middle School (Grades Seven Through Eight)
- High School (Grades Nine Through Eleven)

Each example also shows how the content area weights are calculated for the example school (Column G). Calculation spreadsheets in the format of these examples allowing users to input their own data are provided on the API Web site at *http://www.cde.ca.gov/ta/ac/ap/*.

The API is calculated by following five basic steps:
1. Apply performance level weighting factors (i.e., 1000, 875, 700, 500, or 200) and inclusion/exclusion rules to student results to be used in the API (same as in prior API calculations). Sum by test type and by content area (Column E).
2. Multiply each student score by the test weights established by the SBE (Column F).
3. Sum the products of #2 (total Column F).
4. Sum the test weights applied to each student score (total Column D).
5. Divide #3 by #4 and add the SCF to produce the school's API.

Example: 2004 API Base for an Elementary School (Grades Two through Six)

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

Valid Scores by Content Area and Performance Level/Band

API points		Performance Levels	ELA	Mathematics	Science
1000	5	Advanced	110	94	31
875	4	Proficient	93	112	22
700	3	Basic	79	76	15
500	2	Below Basic	63	49	13
200	1	Far Below Basic	34	48	10
		Number of Students	379	379	91

California Achievement Test, 6th Edition (CAT/6 Survey)

Reading	Language	Spelling	Mathematics	Performance Bands	
17	16	20	12	80-99th NPR	5
15	14	10	13	60-79th NPR	4
12	15	14	15	40-59th NPR	3
8	8	12	9	20-39th NPR	2
6	5	2	9	1-19th NPR	1
58	58	58	58		

NPR = National Percentile Rank

A	B	C	D	E	F	G
Test Weights	Content Area	Valid Scores	Total Weight A x C	Sum API Points x valid scores by content area	Test Weights x Scores A x E	School Content Area Weights D ÷ Sum of D
0.48	CST in ELA	379	181.92	284975	136788.00	54.631%
0.32	CST in Math	379	121.28	279300	89376.00	36.420%
0.20	CST in Science	91	18.20	69250	13850.00	5.465%
0.06	CAT/6 - Reading	58	3.48	40175	2410.50	1.045%
0.03	CAT/6 - Language	58	1.74	43725	1311.75	0.523%
0.03	CAT/6 - Spelling	58	1.74	43750	1312.50	0.523%
0.08	CAT/6 - Math	58	4.64	44950	3596.00	1.393%
Total			333.00	806125	248644.75	100.000%

Step 1   Step 2   Step 3   Step 4

Sum of F ÷ Sum of D

746.68	+	Scale Calibration Factor 30.37	=	API 777

Step 5

Example: 2004 API Base for a Middle School (Grades Seven through Eight)

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

California Achievement Test, 6th Edition (CAT/6 Survey) (Grade 7 only)

API points		Performance Levels	ELA	Mathematics	History
1000	5	Advanced	2	5	0
875	4	Proficient	7	7	2
700	3	Basic	9	11	4
500	2	Below Basic	16	19	7
200	1	Far Below Basic	23	11	14
200	1	Untested	N/A	4	NA
		Number of Students	57	57	27

"Untested" applies to grade eight CST in Mathematics.

Valid Scores by Content Area and Performance Level/Band

	Reading	Language	Spelling	Mathematics	Performance Band
5	5	2	4	2	80-99th NPR
4	5	5	2	4	60-79th NPR
3	3	5	5	5	40-59th NPR
2	6	6	9	7	20-39th NPR
1	15	12	10	12	1-19th NPR
	30	30	30	30	

NPR = National Percentile Rank

A	B	C	D	E	F	G
Test Weights	Content Area	Valid Scores	Total Weight A x C	Sum API Points x valid scores by content area	Test Weights x Scores A x E	School Content Area Weights D ÷ Sum of D
0.48	CST in ELA	57	27.36	27025	12972.00	48.000%
0.32	CST in Mathematics	57	18.24	31325	10024.00	32.000%
0.20	CST in History-Social Science	27	5.40	10850	2170.00	9.474%
0.06	CAT/6 - Reading	30	1.80	13475	808.50	3.158%
0.03	CAT/6 - Language	30	0.90	15275	458.25	1.579%
0.03	CAT/6 - Spelling	30	0.90	15750	472.50	1.579%
0.08	CAT/6 - Math	30	2.40	14900	1192.00	4.211%
Total			57.00	128600	28097.25	100.000%

Step 1 (E)   Step 2 (G)   Step 3 (F)   Step 4 (D)

Sum of F ÷ Sum of D = 492.93 + 43.89 (Scale Calibration Factor) = 537 * (API)

Step 5

* This API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) program test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Example: 2004 API Base for a High School (Grades Nine through Eleven)

"Untested" applies to grades nine through eleven CST in Mathematics and grades nine through eleven in CST Science only.

California Standards Test (CST) and California Alternate Performance Assessment (CAPA)

Valid Scores by Content Area and Performance Level

API points		Performance Levels	ELA	Mathematics	Science	Social Science
1000	5	Advanced	503	650	440	366
875	4	Proficient	449	446	376	344
700	3	Basic	305	279	198	215
500	2	Below Basic	170	121	60	67
200	1	Far Below Basic	137	56	83	35
200	1	Untested	N/A	12	25	N/A
		Number of Students	1564	1564	1182	1027

California High School Exit Exam (CAHSEE)

	ELA	Mathematics	Performance Level
	509	514	Pass
	23	17	No Pass
	532	531	

A	B	C	D	E	F	G
Test Weights	**Content Area**	**Valid Scores**	**Total Weight** A x C	**Sum API Points x valid scores by content area**	**Test Weights x Scores** A x E	**School Content Area Weights** D ÷ Sum of D
0.300	CST ELA	1564	469.20	1221775	366532.500	31.09%
0.200	CST Math	1564	312.80	1307250	261450.000	20.73%
0.150	CST Science	1182	177.30	954200	143130.000	11.75%
0.225	CST Social Science	1027	231.08	858000	193050.000	15.31%
0.300	CAHSEE ELA	532	159.60	513600	154080.000	10.57%
0.300	CAHSEE Math	531	159.30	517400	155220.000	10.55%
Total			1509.28	5372225	1273462.500	100.00%

Step 1 Step 2 Step 3 Step 4

Sum of F ÷ Sum of D: **843.76** + **29.70** = **873**

Scale Calibration Factor

API

Step 5

School Content Area Weights for the Most Common Grade Spans

The following table shows the school level content area weights for common grade spans, **assuming there are an equal number of valid scores at each grade level and no missing data.** If some students at a school do not take one or more tests, the indicator weights would be slightly different than those shown below.

Grade Span

Content Area	K–2	K–3	K–4	K–5	K–6	6–8	7–8	K–8	9–12	10–12	K–12	7–12
CST in ELA	60.0%	53.3%	55.4%	53.3%	54.5%	51.4%	48.0%	52.5%	30.0%	25.5%	45.3%	37.2%
CST in Mathematics	40.0%	35.6%	36.9%	35.6%	36.4%	34.3%	32.0%	35.0%	20.0%	17.0%	30.2%	24.8%
CST in Science				5.6%	4.5%			3.1%	15.0%	12.8%	6.9%	9.0%
CST in History-social science						7.1%	10.0%	3.1%	15.0%	19.1%	6.9%	13.0%
NRT Reading		3.3%	2.3%	1.7%	1.4%	2.1%	3.0%	1.9%			1.3%	1.2%
NRT Language		1.7%	1.2%	0.8%	0.7%	1.1%	1.5%	0.9%			0.6%	0.6%
NRT Spelling		1.7%	1.2%	0.8%	0.7%	1.1%	1.5%	0.9%			0.6%	0.6%
NRT Math		4.4%	3.1%	2.2%	1.8%	2.9%	4.0%	2.5%			1.7%	1.6%
CAHSEE ELA									10.0%	12.8%	3.2%	6.0%
CAHSEE Math									10.0%	12.8%	3.2%	6.0%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note:

Boxes show most common grade spans statewide.
Examples assume equal numbers of students at each grade level and no missing data.

Background Information About the 2004 API Base

What Is the API?

The Academic Performance Index (API) is a numeric index (or scale) ranging from a low of 200 to a high of 1000 that reflects a school's or LEA's performance level based on the results of statewide testing. The API was established by California's Public Schools Accountability Act (PSAA) of 1999. The PSAA has three main components: the API, the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an alternative accountability system for schools serving non-traditional populations. Other programs that relate to the API also have been added legislatively.

Results from the Standardized Testing and Reporting (STAR) Program and the *California High School Exit Examination* (*CAHSEE*) are used in calculating the API. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base year API is subtracted from its next year's growth API to determine how much the school grew in a year.

Measuring Annual Improvement: Stability and Change

Under state law, the API has two major purposes:
- To measure growth of school performance from one year to the next
- To rank schools on an annual basis

At first glance, the calculation of growth is a simple matter: growth in the API is the increase from one year's API to the next year's API. However, this is complicated by the phase-in of new indicators. With the phase in of new indicators, growth is calculated on the basis of common indicators.

School API rankings for a particular year are on the basis of all available indicators, including new ones. This API, including all new indicators, becomes the baseline against which to compare the next year's API.

Difference Between API Base and API Growth

In order to meet state requirements and phase-in of new indicators, the API is reported as an "API Base" and an "API Growth." The API Base, released after the beginning of the calendar year, includes continuing and new indicators based on spring statewide test results. It serves as the baseline for the API Growth and reports school rankings. The API Growth, released in the fall, is calculated in

exactly the same fashion and with the same indicators as the API Base but is based on test results from the following year. It reports whether schools met their API growth targets.

The 2004 API Base report, released in March 2005, is calculated from results of spring 2004 statewide testing:

2004 API Base Report

- Number of Students Included in the API Base
- 2004 API Base
- 2004 Statewide Rank
- 2004 Similar Schools Rank
- 2004–05 Growth Target
- 2005 API Target (2004 API Base + 2004–05 Growth Target)
- List of Similar Schools
- School Demographic Characteristics
- School Content Area Weights

The 2005 API Growth, to be released in October 2005, will be calculated from results of spring 2005 statewide test results:

2004–05 API Growth Report

- STAR 2005 Percent Tested
- Number of Students Included in the 2005 API Growth
- 2005 API Growth
- 2004 API Base
- 2004–05 Growth Target
- 2004–05 Growth (2005 API Growth – 2004 API Base)
- Met Growth Target
  - Schoolwide
  - Comparable Improvement (Subgroups)
  - Both Schoolwide and Comparable Improvement
- Awards Eligible
- Similar Schools Median 2005 API Growth
- Similar Schools Median 2004 API Base
- School Demographic Characteristics
- School Content Area Weights

API Reporting Cycles

An Academic Performance Index (API) reporting cycle consists of two components: (1) base information and (2) growth information. The base reports are provided after the first of the calendar year and the growth reports are provided each fall.

Year of Testing

2003	2004	2005	2006

2003 to 2004 Growth

2003 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators:
• CAT/6 Survey
• CST (English-language arts, mathematics, **science**, **Gr. 9–11**, and history-social science, Gr. 10–11)
• **California Alternative Performance Assessment (CAPA)**
Other Indicator:
• CAHSEE, Gr. 10

2004 API Growth
Schoolwide/Subgroup APIs
STAR Indicators:
• CAT/6 Survey
• CST (English-language arts, mathematics, **science**, **Gr. 9–11**, and history-social science, Gr. 10–11)
• **California Alternative Performance Assessment (CAPA)**
Other Indicator:
• CAHSEE, Gr. 10

Indicators new to the API are **in bold**.

From the 2003 to 2004 testing administrations, only CAHSEE grade ten results are available.

2004 to 2005 Growth

2004 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CST (English-language arts, mathematics, **science**, Gr. **5**, 9–11, and **history-social science**, Gr. **8**, 10–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10

2005 API Growth
Schoolwide/Subgroup APIs
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CST (English-language arts, mathematics, **science**, Gr. 5, 9–11, and **history-social science**, Gr. **8**, 10–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–**11**

2005 to 2006 Growth*

2005 API Base
Schoolwide/Subgroup APIs
Statewide Rank
Similar Schools Rank
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CST (English-language arts, mathematics, science, Gr. 5, 9–11, and history-social science, Gr. 8, 10–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–**11**

2006 API Growth
Schoolwide/Subgroup APIs
STAR Indicators:
• CAT/6 Survey (Gr. 3 and 7 only)
• CST (English-language arts, mathematics, science, Gr. 5, 9–11, and history-social science, Gr. 8, 10–11)
• CAPA
Other Indicator:
• CAHSEE, Gr. 10–**12**

* Pending adoption by the State Board of Education.

Who Receives an API?

Schools That Receive a 2004 API Base

Most schools and local educational agencies will receive a 2004 API Base:

■ **Traditional schools**
All traditional schools, including year-round schools, receive an API.

■ **Charter schools**
Charter schools receive an API. Direct-funded charter schools are considered schools for API purposes and do not receive an API as a district.

■ **Alternative Schools Accountability Model (ASAM) schools**
Schools in the Alternative Schools Accountability Model (ASAM) receive an API for federal No Child Left Behind purposes only. ASAM provides accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). The ASAM is a multiple-indicator system that includes performance and pre-post assessment indicators approved by the SBE, and state assessment results as summarized in the API. ASAM schools select indicators and report data at the end of each school year.

■ **Small schools**
Small schools are defined as having between 11 and 99 valid STAR scores for API purposes. Small schools receive an API and statewide rank with an asterisk to denote the greater statistical uncertainty of an API based on small numbers of student results.

■ **School districts and county offices of education**
School districts and schools administered through a county office of education receive an API in order to meet federal No Child Left Behind (NCLB) requirements.

Schools That Do Not Receive an API

A small number of schools do not receive an API as a result of one or more of the following circumstances:

■ LEA notifies the California Department of Education (CDE) that there were testing irregularities at the school affecting five percent or more of pupils tested.

■ LEA notifies the CDE that the student population is not representative of the school.

■ LEA notifies the CDE that a significant demographic change occurred between the API Base and API Growth, and the APIs between years would not be comparable. (This requirement applies to the API Growth reports only.)

■ School's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) program enrollment is equal to or greater than 20 percent. If parental waivers compared to its STAR program enrollment is equal to or greater than 10 percent but less than 20 percent, the CDE will conduct standard statistical tests to check the representativeness of the school's tested population. If the school does not pass the check of representativeness, the school's API shall be considered invalid, and the school does not receive an API.

■ In any tested content area included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent.

■ Information is made available to the CDE, and the CDE determines that the integrity of the API has been jeopardized.

Summaries of the *California Code of Regulations* and the *Education Code* relating to what constitutes a valid API are provided in the Appendix on pages 60 to 61.
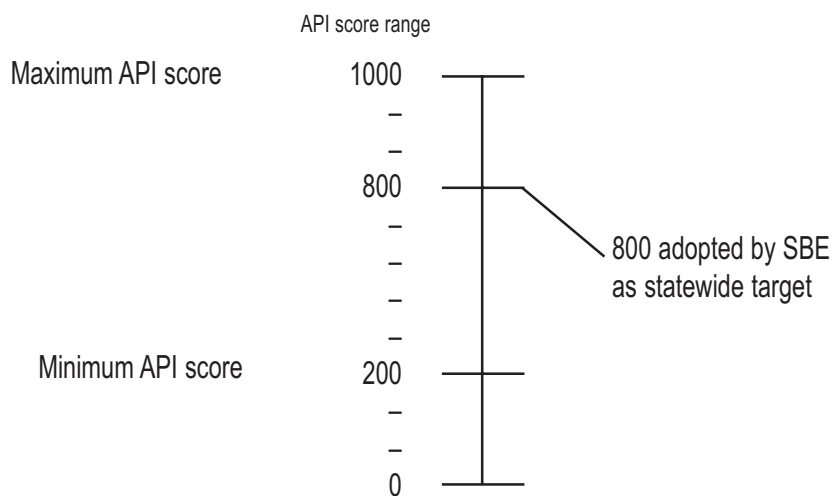
What Are API Targets?

Growth targets are set for each school as a whole and for each numerically significant subgroup in the school. An API score of 800 is the statewide performance target. The annual growth target for a school is five percent of the distance between a school's API Base and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide growth target.

Statewide API Performance Target

The State Board of Education (SBE) is responsible for setting an API statewide performance target. The SBE has set an API score of 800 as the target to which all schools should aspire.
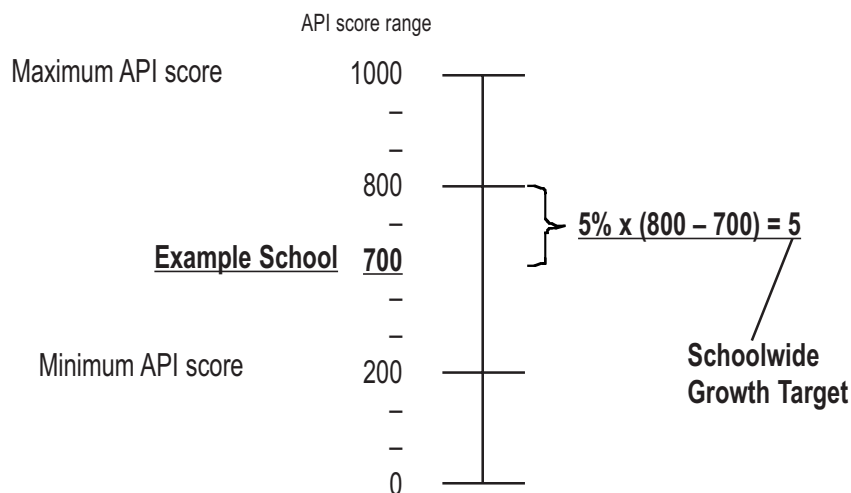
Example of Statewide API Performance Target

API score range

Maximum API score — 1000

800

800 adopted by SBE as statewide target

Minimum API score — 200

0

Annual API Growth Target

The annual API growth target is defined as five percent of the distance from the school's API to the statewide performance target, or a minimum of one point growth.

Example of API Growth Target: Five Percent Distance to Statewide Performance Target

API score range

Maximum API score	1000
	–
	–
	800
	–
Example School	**700**
	–
	–
Minimum API score	200
	–
	–
	0

5% x (800 – 700) = 5
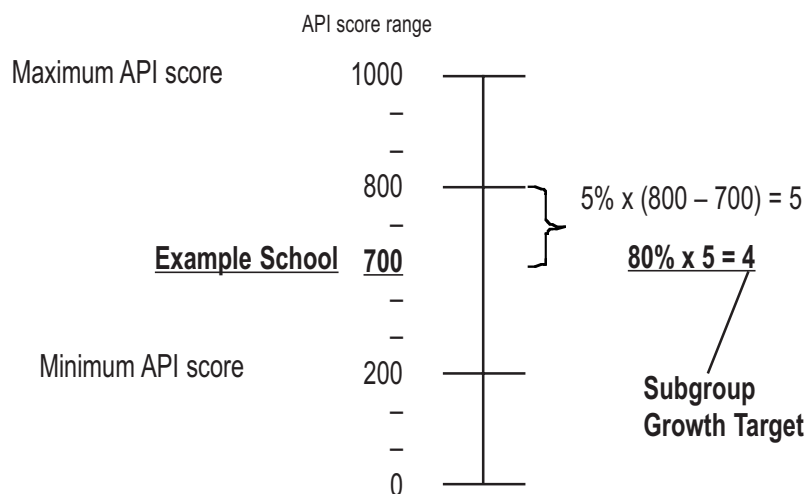
Schoolwide Growth Target

Growth targets are rounded to the nearest whole number. API Growth targets under state requirements are different from targets for meeting federal Adequate Yearly Progress (AYP) requirements for NCLB.

Comparable Improvement (Subgroups)

To meet all state API growth target requirements, each numerically significant subgroup in a school must meet "comparable improvement." The law is silent on exactly what comparable improvement in the API means. The SBE defines this concept. It only applies to ethnic and socioeconomically disadvantaged student subgroups. Currently, each numerically significant student subgroup must achieve at least 80 percent of the schoolwide annual growth target. Growth targets are rounded to the nearest whole number.

Example of API Subgroup Growth Target: 80% of Schoolwide Growth Target

API score range

Maximum API score	1000	
	–	
	–	
	800	5% x (800 – 700) = 5
	–	
	–	
Example School	**700**	**80% x 5 = 4**
	–	
	–	
Minimum API score	200	**Subgroup Growth Target**
	–	
	–	
	0	

Definitions of Subgroups Used in the 2004 API Base Reports

The SBE has defined subgroups for the API as shown in the following table. **Changes to the definitions of subgroups from the previous API reporting cycle are shown in bold.**

A "numerically significant subgroup" for the API is defined as:	■ 100 students or more with valid STAR scores OR ■ **50** or more students (30 or more students in previous API calculations) with valid STAR scores who make up at least 15 percent of the total valid STAR scores For the Growth API, subgroups must be numerically significant in both the base and growth years; for the Base API, subgroups must be numerically significant in the base year only.
Subgroups used in API calculations include:	■ African American or Black (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) ■ Socioeconomically Disadvantaged **Two additional subgroups, English learners and students with disabilities, will be required to demonstrate comparable improvement beginning with the 2005 API Base.**
"Socioeconomically Disadvantaged" is defined as:	■ A student whose parents both have not received a high school diploma OR ■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)

These data are based on the results of the spring 2004 STAR program administration student answer document.

Schoolwide and Subgroup Growth Target Requirements

To Meet the Schoolwide Growth Target…

If the school's API Base is between 200 and 780 (Column A), the school's growth target is 5 percent of the distance between a school's API Base and the statewide performance target of 800. If the school's API Base is between 781 and 799 (Column B), the school's growth target is a one point gain. If the school's API Base is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

	Schoolwide API Base		
	200 to 780	781 to 799	800 or more
	A	B	C
Schoolwide Growth Target:	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To Meet the Subgroup Growth Targets…

The growth targets for numerically significant subgroups will depend on the schoolwide API Base. If the school's API Base is between 200 and 780 (Column A) and the subgroup API Base is between 200 to 799 (Row 1), the growth target for the subgroup is 80 percent of the schoolwide target.* If the school's API Base is 781 or more (Columns B and C) and the subgroup API Base is between 200 to 799 (Row 1), the growth target for the subgroup is a one point gain. Regardless of the school's API Base, if the subgroup API Base is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

			Schoolwide API Base		
			200 to 780	781 to 799	800 or more
			A	B	C
Subgroup Growth Target:	Subgroup API Base	200 to 799	1	80% of schoolwide target*	1 point gain
		800 or more	2	Maintain 800 or more	

For Awards Eligibility…

To be eligible for the Governor's Performance Award, a school must (1) meet or exceed its API schoolwide growth target or increase by five points, whichever is greater; and (2) meet or exceed its subgroup growth targets or increase by four points, whichever is greater. Funding for API awards is currently unavailable but may be reinstated in future years.

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* The subgroup growth target is 80 percent of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance from the subgroup API to 800.

What Are API Ranks?

API decile ranks are reported in the API Base reports but are not reported in the API Growth reports. This section summarizes how API ranks are calculated.

Most schools receiving an API Base are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's API Base score is used to determine a rank compared to schools statewide and to schools with similar demographic characteristics. All LEAs, special education centers, and those schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive ranks.

Schools' API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools' API scores (except small schools) are first sorted from lowest to highest statewide and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten). This first process produces the statewide ranks. A second decile ranking compares each school's API score to those of 100 other schools that have "similar characteristics." This second process produces the similar schools ranks.

Statewide API Ranks Compared with Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
• Calculated separately by school type (elementary, middle, high school)	• Calculated separately by school type (elementary, middle, high school)
• School's API compared to all other schools in the state	• School's API compared to 100 other schools with similar demographic characteristics

School Type for API Purposes

Education Code Section 52056 (a) requires that the API statewide ranking and similar schools ranking shall include three categories: elementary, middle, and high. As a result, school type designations impact the calculations of the API Base decile rankings. However, they do not impact the calculation of a school's API score (for the Base or the Growth) since that is determined according to test and content area weightings rather than school type.
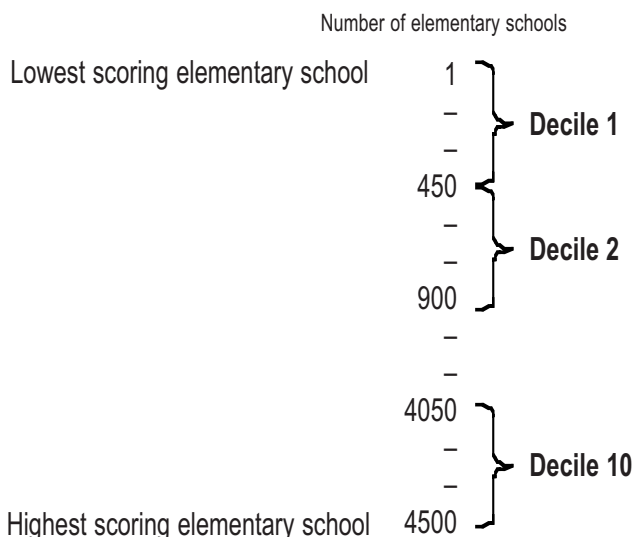
In 2001, specific definitions for school type were developed by the California Department of Education (CDE) according to a school's grade span and, for certain schools, according to the distribution of a school's enrollment. Since that time, the same criteria have been applied to the school type definitions for each API reporting cycle. These criteria change slightly for the 2004–05 API reporting cycle beginning with the 2004 API Base.

Beginning with the 2004 API Base, the CDE aligned definitions to meet the school type purposes for both the API and the county-district-school (CDS) code, commonly referred to as the "school ownership code." The school type criteria defined for API purposes are posted on the API Web site at *http://www.cde.ca.gov/ta/ac/ap/.* Specific information about CDS code definitions should be addressed to *cdsadmin@cde.ca.gov*.

Statewide Decile Rank

Example of Statewide Decile Ranking

Example: Elementary School

Number of elementary schools

Lowest scoring elementary school	1
	–
	–
	450
	–
	–
	900
	–
	–
	4050
	–
	–
Highest scoring elementary school	4500

Decile 1

Decile 2

Decile 10

Similar Schools Decile Rank

For the similar schools ranks, each school's API score is compared to 100 other schools with similar demographic characteristics, and the schools are ranked by deciles. The demographic characteristics used are required by the Public Schools Accountability Act (PSAA).

Similar Schools Demographic Characteristics Definitions

Characteristic Mandated in PSAA	Operational Definition	Data Source
Pupil mobility	• School, prior year[1] Percentage of students who first attended the school in the current year. Students in the school's lowest grade are excluded.	2004 STAR answer document
Pupil ethnicity	Percentage of students in the school in each ethnic category. • African American (not of Hispanic origin) • American Indian or Alaska Native • Asian • Filipino • Hispanic or Latino • Pacific Islander • White (not of Hispanic origin) Percentages for ethnic/racial may not sum to 100 due to responses of "Other," "Multiple," or "Decline to State."	2004 STAR answer document
Pupil socioeconomic status	Average of all parent educational level responses for the school where the following scale is used: "1" = "Not high school graduate" "2" = "High school graduate" "3" = "Some college" "4" = "College graduate" "5" = "Graduate school/post graduate training" Percentage of students in the school who participated in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)	2004 STAR answer document 2004 STAR answer document
Percentage of teachers who are fully credentialed	Percentage of teachers who are fully credentialed in the school	October 2003 CBEDS Professional Assignment Information Form

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[1] The percentage of students who were counted as part of the school enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date is reported on the 2004 API Base reports and is used for inclusion/exclusion rules (see pages 54 to 56). The percentage of students who were counted as part of the district enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date is reported on the 2004 API Base reports for information only.

Characteristic Mandated in PSAA	Operational Definition	Data Source
Percentage of teachers who hold emergency credentials	Percentage of teachers who hold emergency permits in the school	October 2003 CBEDS Professional Assignment Information Form
Percentage of pupils who are English learners	Percentage of students in the school who are classified as English learners	2004 STAR answer document
Average class size per grade level	Average class size at the school for each grade level category, as applicable: • K–3 • 4–6 Core academic courses in departmentalized programs	October 2003 CBEDS Professional Assignment Information Form
Whether the school operates a multi-track year-round educational program (MTYRE)	The school is categorized as follows: "0" = "Does not operate a MTYRE program" or "1" = "Operates a MTYRE program"	October 2003 CBEDS School Information Form

More information about similar schools ranks is provided on the API Web site in the *Parent's Guide to the 2004 Similar Schools Ranks Based on the Academic Performance Index* at *http://www.cde.ca.gov/ta/ac/ap/* and in *Construction of California's 1999 School Characteristics Index and Similar Schools* at *http://www.cde.ca.gov/ta/ac/ap/researchreports.asp*.

SAMPLE INTERNET REPORTS FOR 2004 API BASE

Summary Report
> List of Schools—District Level

School District Reports
> Unified School District
>> API Base
>> Demographic Characteristics
>> Content Area Weights

School Reports
> Elementary School
>> API Base, Ranks, and Targets
>> Demographic Characteristics
>> Content Area Weights
>> Similar Schools Report
> High School
>> API Base, Ranks, and Targets
> Small School
>> API Base, Ranks, and Targets
> Alternative Schools Accountability Model (ASAM) School
>> API Base
>> Demographic Characteristics
>> Content Area Weights

List of Schools—District Level

2004 Academic Performance Index (API) Base Report
List of Schools — District Level

District: Polaris Unified
County: Orion
County District Code: 98-98765

- Explanatory Notes for the 2004 API Base Report contain more details about the displayed information.
- Select the school name
  - For a School Report, or
  - For an explanation if no data are printed here

	Number of Students Included in the 2004 API	2004 API (Base)	Ranks		Targets	
			2004 Statewide Rank	2004 Similar Schools Rank	2004–05 Growth Target	2005 API Target
Districtwide	3,704	640	B	B	B	B
Elementary Schools						
Big Dipper Elementary	379	777	7	6	1	778
Cassopeia Elementary	245	659	5	4	7	666
Celestial Elementary	174	588	3	3	11	599
Jupiter Elementary	215	828	9	8	A	A
Sunrise Elementary	390	638	4	5	8	646
Middle Schools						
Mercury Middle	755	572	3	5	11	583
Milky Way Middle	745	645	5	3	8	653
High Schools						
North Star High	1564	873	10	9	A	A
Small Schools						
Little Dipper Elementary	59	722*	6*	N/A	4	726
ASAM Schools						
Pluto Middle	57	537*	B	B	B	B

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data are not reported.

"*****"means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the statewide performance target of 800 in 2004.

"B" means this is an Alternative Schools Accountability Model (ASAM) school, or it is a school district. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) Act. Growth, target and rank information are not applicable to school districts.

"I" means the school has some invalid data and CDE cannot calculate a valid similar schools rank for this school.

Missing schools – Some schools in this school district may not appear on this list because APIs were not generated for them. Very small schools (fewer than 11 pupils with STAR test scores and schools that had no STAR test results in 2004) will not receive a 2004 API Base report.

Data file: Download a data file containing the information displayed above.

> This example shows the list of schools for a school district. A list of schools for each county office of education is also available in a similar format.

Unified School District Report—API Base

2004 Academic Performance Index (API) Base Report
District Report — API Base

California Department of Education
Policy and Evaluation Division
March 8, 2005

District: Polaris Unified
County: Orion
CDS Code: 98-98765

District Demographic Characteristics
District Content Area Weights
District List of Schools

Number of Students Included in the 2004 API	3,704
2004 API Base	640

Subgroups

Ethnic/Racial	Number of Pupils Included In 2004 API	Numerically Significant	2004 Subgroup API Base
African American (not of Hispanic origin)	562	yes	580
American Indian or Alaska Native	20	no	
Asian	157	yes	651
Filipino	114	yes	628
Hispanic or Latino	1,125	yes	593
Pacific Islander	27	no	
White (not of Hispanic origin)	1,639	yes	631
Socioeconomically Disadvantaged	1,457	yes	528

Click on column header link to view notes.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

Note: Direct-funded charter schools are not included in the District Report.

"N/R" means required enrollment data are not reported.

"N/A" means a number is not applicable or not available due to missing data.

"***" means this API is calculated for a small school district, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

For more details about the displayed information, see the *Explanatory Notes for the 2004 API Base Report*.

> This example shows the a district report for a school district. District reports for some county offices of education also are available in a similar format.

Unified School District Report—Demographic Characteristics

2004 Academic Performance Index (API) Base Report
District Report — District Demographic Characteristics

District API Base

District Content Area Weights

District: Polaris Unified
County: Orion
CDS Code: 98-98765

These data are from the 2004 Standardized Testing and Reporting (STAR) student answer document and the 2004 *California Alternate Performance Assessment* (*CAPA*) student answer document. Sources are shown in parentheses.

	Number
Enrollment in grades 2–11 on first day of testing (STAR)	3,815
Number of students having significant disabilities and marked as being assessed with the *California Alternate Performance Assessment* (STAR)	27
Students exempted from STAR testing per parent written request (STAR)	31
Number of students tested (STAR)	3,762
Number of students actually tested on the *California Alternate Performance Assessment* (*CAPA*)	27

Unified School District Report—Content Area Weights

2004 Academic Performance Index (API) Base Report
District Report—Content Area Weights

District: Polaris Unified
County: Orion
CDS Code: 98-98765

District API Base

District Demographic Characteristics

Content Areas	Grades 2-8			Grades 9-11			School Content Area Weights (C + F) / (Total C + Total F)
	Test Weights A	Valid Scores B	Weight x Scores C	Test Weights D	Valid Scores E	Weight x Scores F	
CST in English-language arts (ELA)	0.480	2700	1296.000	0.300	1004	301.200	46.0%
CST in Math	0.320	2700	864.000	0.200	1004	200.800	30.7%
CST in Science	0.200	345	69.000	0.150	1004	150.600	6.3%
CST in History-social science (HSS)	0.200	380	76.000	0.225	654	147.150	6.4%
NRT Reading	0.060	750	45.000				1.3%
NRT Language	0.030	750	22.500				0.7%
NRT Spelling	0.030	750	22.500				0.7%
NRT Math	0.080	750	60.000				1.7%
CAHSEE ELA				0.300	360	108.000	3.1%
CAHSEE Math				0.300	360	108.000	3.1%
Total			2455.000			1015.750	100%

CST = California Standards Test
NRT = Norm-referenced test results from the *California Achievement Test, Sixth Edition Survey*
CAHSEE = California High School Exit Examination

Note: Tests included in the API no longer have results at every grade level. Detailed technical information concerning the calculation of school-level content area weights can be found on the California Department of Education Web site at: *http://www.cde.ca.gov/ta/ac/ap/index.asp.*

Elementary School Report—API Base, Ranks, and Targets

2004 Academic Performance Index (API) Base Report

School Report—API Base, Ranks, and Targets

School:	Big Dipper Elementary
District:	Polaris Unified
County:	Orion
CDS Code:	98-98765-9876543
School Type:	Elementary

School Demographic Characteristics

School Content Area Weights

Similar Schools Report

		Ranks		Targets	
Number of Students Included in the 2004 API	2004 API (Base)	2004 Statewide Rank	2004 Similar Schools Rank	2004-05 Growth Target	2005 API Target
379	777	7	6	1	778

Subgroups

Ethnic/Racial	Number of Pupils Included In 2004 API	Numerically Significant	2004 Subgroup API Base	2004-05 Subgroup Growth Target	2005 Subgroup API Target
African American (not of Hispanic origin)	11	no			
American Indian or Alaska Native	0	no			
Asian	3	no			
Filipino	2	no			
Hispanic or Latino	137	yes	714	1	715
Pacific Islander	0	no			
White (not of Hispanic origin)	226	yes	819	A	A
Socioeconomically Disadvantaged	171	yes	722	1	723

Click on the column header link to view notes.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data are not reported.

"*" means this API is calculated for a small school defined as having between 11
    and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores).
    APIs based on small numbers of students are less reliable and therefore should be carefully
    interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2004.

"I" means the school has some invalid data, and CDE cannot calculate a valid similar schools rank for this school.

For more details about the displayed information, see the *Explanatory Notes for the 2004 API Base Report.*

Elementary School Report—Demographic Characteristics

2004 Academic Performance Index (API) Base Report
School Report—School Demographic Characteristics

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

School API Base, Ranks, and Targets
School Content Area Weights
Similar Schools Report

These data are from the October 2003 California Basic Educational Data System (CBEDS) data collection, the 2004 Standardized Testing and Reporting (STAR) student answer document, and the 2004 *California Alternate Performance Assessment* (*CAPA*) student answer document. Sources are shown in parentheses.

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	3
American Indian or Alaska Native	0
Asian	2
Filipino	1
Hispanic or Latino	36
Pacific Islander	0
White (not of Hispanic origin)	59

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Participants in free or reduced-price lunch (STAR)	Percent 44

This is also known as the National School Lunch Program (NSLP).

	Percent
English learners (STAR)	5

	Yes/No
Multi-track year-round school (CBEDS)	no

Mobility	Percent
School, prior year (STAR)	20

This is the percentage of students who first attended this school in the current year. Students in the school's lowest grade are excluded.

	Percent
School, CBEDS date* (STAR)	92

District, CBEDS date* (STAR)	96

* This is the percentage of students who were counted as part of the school/school district enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date.

Average class size (CBEDS)

Grade levels	Average
K-3	20
4-6	30
Core academic courses in departmentalized programs	N/A

Parent education level (STAR)	Percent
Percent with a response*	99
Of those with a response:	
Not a high school graduate	8
High school graduate	38
Some college	29
College graduate	21
Graduate school	4

*This number is the percentage of student answer documents with stated parent education level information.

	Average
Average parent education level (STAR)	2.75

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	96
Teachers with emergency credentials (CBEDS)	0

	Number
Enrollment in grades 2–11 on the first day of testing (STAR)	400
Number of students having significant disabilities and marked as being assessed with the *California Alternate Performance Assessment* (STAR)	0
Students exempted from STAR testing per parent written request (STAR)	3
Number of students tested (STAR)	397
Number of students actually tested on the *California Alternate Performance Assessment* (*CAPA*)	0

Elementary School Report—Content Area Weights

2004 Academic Performance Index (API) Base Report
School Report—Content Area Weights

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

School API Base, Ranks, and Targets

School Demographic Characteristics

Similar Schools Report

Content Areas	Grades 2-8			Grades 9-11			School Content Area Weights (C + F) / (Total C + Total F)
	Test Weights A	Valid Scores B	Weight x Scores C	Test Weights D	Valid Scores E	Weight x Scores F	
CST in English-language arts (ELA)	0.480	379	181.920	0.300	0	0.000	54.6%
CST in Math	0.320	379	121.280	0.200	0	0.000	36.4%
CST in Science	0.200	91	18.200	0.150	0	0.000	5.5%
CST in History-social science (HSS)	0.200	0	0.000	0.225	0	0.000	0.0%
NRT Reading	0.060	58	3.480				1.1%
NRT Language	0.030	58	1.740				0.5%
NRT Spelling	0.030	58	1.740				0.5%
NRT Math	0.080	58	4.640				1.4%
CAHSEE ELA				0.300	0	0.000	0.0%
CAHSEE Math				0.300	0	0.000	0.0%
Total			333.000			0.000	100%

CST = California Standards Test
NRT = Norm-referenced test results from the *California Achievement Test, Sixth Edition Survey*
CAHSEE = California High School Exit Examination

Note: Tests included in the API no longer have results at every grade level. Detailed technical information concerning the calculation of school-level content area weights can be found on the California Department of Education Web site at: *http://www.cde.ca.gov/ta/ac/ap/index.asp.*

Elementary School Report—Similar Schools Report

2004 Academic Performance Index (API) Base Report
Similar Schools Report

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

| School API Base, Ranks, and Targets |
| School Demographic Characteristics |
| School Content Area Weights |

			Ranks		**Targets**	
Number of Students Included in the 2004 API	2004 API (Base)	2004 Statewide Rank	2004 Similar Schools Rank	2004-05 Growth Target	2005 API Target
379	777	7	6	1	778

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data not reported.

"*" means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the statewide performance target of 800 in 2004.

"I" means the school has some invalid data, and CDE cannot calculate a valid similar school rank for this school.

> For a definition of similar schools, please refer to the Parent Guide to the 2004 Similar Schools Ranks Based on the Academic Performance Index.
>
> The API scale is 200–1000. Only scores for students continuously enrolled in the school from the 2003 CBEDS date to the 2004 testing date are included in the calculation. For more information about the API, please refer to the 2004 Academic Performance Index Base Report Information Guide.
>
> Click here to create and download a data file of these 100 similar schools.

100 Similar Schools

Listed alphabetically by county, district, and school name

CDS Code	County	District	School	2004 API
97-87654-3456789	Pluto	Starlight Unified	Galaxy Elementary	865
98-98765-9876543	Orion	Polaris Unified	Big Dipper Elementary	777
99-12345-1234567	Mars	Meteor Unified	Asteroid Middle	665

High School Report—API Base, Ranks, and Targets

2004 Academic Performance Index (API) Base Report
School Report—API Base, Ranks, and Targets

California Department of Education
Policy and Evaluation Division
March 8, 2005

School: North Star High
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876544
School Type: High

School Demographic Characteristics

School Content Area Weights

Similar Schools Report

		Ranks		Targets	
Number of Students Included in the 2004 API	2004 API (Base)	2004 Statewide Rank	2004 Similar Schools Rank	2004-05 Growth Target	2005 API Target
1564	873	10	9	A	A

Subgroups

Ethnic/Racial	Number of Pupils Included In 2004 API	Numerically Significant	2004 Subgroup API Base	2004-05 Subgroup Growth Target	2005 Subgroup API Target
African American (not of Hispanic origin)	22	no			
American Indian or Alaska Native	4	no			
Asian	651	yes	946	A	A
Filipino	81	no			
Hispanic or Latino	191	yes	702	1	703
Pacific Islander	9	no			
White (not of Hispanic origin)	593	yes	840	A	A
Socioeconomically Disadvantaged	81	no			

Click on the column header link to view notes.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

"N/A" means a number is not applicable or not available due to missing data.
"N/R" means required enrollment data are not reported.
"*" means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores).
     APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2004.
"I" means the school has some invalid data, and CDE cannot calculate a valid similar schools rank for this school.

For more details about the displayed information, see the *Explanatory Notes for the 2004 API Base Report*.

Small School Report—API Base, Ranks, and Targets

2004 Academic Performance Index (API) Base Report
School Report—API Base, Ranks, and Targets

School Demographic Characteristics

School Content Area Weights

School: Little Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876545
School Type: Small Elementary

		Ranks		Targets	
Number of Students Included in the 2004 API	2004 API (Base)	2004 Statewide Rank	2004 Similar Schools Rank	2004-05 Growth Target	2005 API Target
59	722*	6*	N/A	4	726

Subgroups

Ethnic/Racial	Number of Pupils Included In 2004 API	Numerically Significant	2004 Subgroup API Base	2004-05 Subgroup Growth Target	2005 Subgroup API Target
African American (not of Hispanic origin)	0	no			
American Indian or Alaska Native	0	no			
Asian	20	no			
Filipino	0	no			
Hispanic or Latino	2	no			
Pacific Islander	0	no			
White (not of Hispanic origin)	36	yes	700	5	705
Socioeconomically Disadvantaged	29	no			

Click on the column header link to view notes.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

"N/A" means a number is not applicable or not available due to missing data.
"N/R" means required enrollment data are not reported.
"*****" means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2004.
"I" means the school has some invalid data, and CDE cannot calculate a valid similar schools rank for this school.

For more details about the displayed information, see the *Explanatory Notes for the 2004 API Base Report*.

Alternative Schools Accountability Model (ASAM)
School Report—API Base

2004 Academic Performance Index (API) Base Report
Alternative Schools Accountability Model (ASAM) School Report—API Base

School Demographic Characteristics
School Content Area Weights

School: Pluto Middle
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546
School Type: Small

Number of Students Included in the 2004 AP	57
2004 API Base	537*

Subgroups

Ethnic/Racial	Number of Pupils Included In 2004 API	Numerically Significant	2004 Subgroup API Base
African American (not of Hispanic origin)	8	no	
American Indian or Alaska Native	2	no	
Asian	2	no	
Filipino	0	no	
Hispanic or Latino	5	no	
Pacific Islander	0	no	
White (not of Hispanic origin)	39	yes	573
Socioeconomically Disadvantaged	12	no	

Click on the column header link to view notes.

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with test scores included in the API (valid scores) OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

"N/A" means a number is not applicable or not available due to missing data.
"N/R" means required enrollment data are not reported.
"*" means this API is calculated for a small school defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores).
   APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
"I" means the school has some invalid data and CDE cannot calculate a valid similar schools rank for this school.

For more details about the displayed information, see the *Explanatory Notes for the 2004 API Base Report.*

ASAM School Report—Demographic Characteristics

2004 Academic Performance Index (API) Base Report
Alternative Schools Accountability Model (ASAM)
School Report—School Demographic Characteristics

School API Base
School Content Area Weights

School: Pluto Middle
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546
School Type: Small

These data are from the October 2003 California Basic Educational Data System (CBEDS) data collection, the 2004 Standardized Testing and Reporting (STAR) student answer document, and the 2004 *California Alternate Performance Assessment* (*CAPA*) student answer document. Sources are shown in parentheses.

Ethnic/racial (STAR)	Percent
African American (not of Hispanic origin)	13
American Indian or Alaska Native	3
Asian	3
Filipino	0
Hispanic or Latino	10
Pacific Islander	0
White (not of Hispanic origin)	71

These percentages may not sum to 100 due to responses of : other, multiple, declined to state, or non-response.

Participants in free or reduced-price lunch (STAR)	Percent
	4

This is also known as the National School Lunch Program (NSLP).

	Percent
English learners (STAR)	2

	Yes/No
Multi-track year-round school (CBEDS)	no

Mobility	Percent
School, prior year (STAR)	10

This is the percentage of students who first attended this school in the current year. Students in the school's lowest grade are excluded.

	Percent
School, CBEDS date* (STAR)	98

District, CBEDS date* (STAR)	98

* This is the percentage of students who were counted as part of the school/school district enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date.

Average class size (CBEDS)

Grade levels	Average
K-3	N/A
4-6	N/A
Core academic courses in departmentalized programs	N/A

Parent education level (STAR)	Percent
Percent with a response*	97
Of those with a response:	
Not a high school graduate	9
High school graduate	49
Some college	24
College graduate	14
Graduate school	4

*This number is the percentage of student answer documents with stated parent education level information.

	Average
Average parent education level (STAR)	2.55

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	100
Teachers with emergency credentials (CBEDS)	0

	Number
Enrollment in grades 2–11 on the first day of testing (STAR)	78
Number of students having significant disabilities and marked as being assessed with the *California Alternate Performance Assessment* (STAR)	0
Students exempted from STAR testing per parent written request (STAR)	0
Number of students tested (STAR)	60
Number of students actually tested on the *California Alternate Performance Assessment* (*CAPA*)	0

ASAM School Report—Content Area Weights

2004 Academic Performance Index (API) Base Report
Alternative Schools Accountability Model (ASAM)
School Report—Content Area Weights

School API Base

School Demographic Characteristics

School: Pluto Middle
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876546
School Type: Middle

Content Areas	Grades 2-8 Test Weights A	Valid Scores B	Weight x Scores C	Grades 9-11 Test Weights D	Valid Scores E	Weight x Scores F	School Content Area Weights (C + F) / (Total C + Total F)
CST in English-language arts (ELA)	0.480	57	27.360	0.300	0	0.000	48.0%
CST in Math	0.320	57	18.240	0.200	0	0.000	32.0%
CST in Science	0.200	0	0.000	0.150	0	0.000	0.0%
CST in History-social science (HSS)	0.200	27	5.400	0.225	0	0.000	9.5%
NRT Reading	0.060	30	1.800				3.1%
NRT Language	0.030	30	0.900				1.6%
NRT Spelling	0.030	30	0.900				1.6%
NRT Math	0.080	30	2.400				4.2%
CAHSEE ELA				0.300	0	0.000	0.0%
CAHSEE Math				0.300	0	0.000	0.0%
Total			57.000			0.000	100%

CST = California Standards Test
NRT = Norm-referenced test results from the *California Achievement Test, Sixth Edition Survey*
CAHSEE = California High School Exit Examination

Note: Tests included in the API no longer have results at every grade level. Detailed technical information concerning the calculation of school-level content area weights can be found on the California Department of Education Web site at: *http://www.cde.ca.gov/ta/ac/ap/index.asp.*

CDE Contact Offices and Related Internet Sites

Topic	CDE Contact Offices	CDE Web Site
PSAA and NCLB Title I Accountability	Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov	*http://www.cde.ca.gov/ta/ac/pa/*
• NCLB Title I Accountability requirements and AYP Appeals	Evaluation, Research, and Analysis Unit (916) 319-0875 evaluation@cde.ca.gov	*http://www.cde.ca.gov/ta/ac/ay/*
• Calculation of API and AYP reports and Accountability Progress Reports	Educational Planning and Information Center (EPIC) (will be renamed Academic Accountability Unit later in 2005) (916) 319-0863 epic@cde.ca.gov	*http://api.cde.ca.gov* *http://www.cde.ca.gov/ta/ac/ap/* *http://ayp.cde.ca.gov* *http://www.cde.ca.gov/ta/ac/ay/*
NCLB Title I, and Program Improvement (PI) • NCLB Corrective Actions for Program Improvement	School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov	*http://www.cde.ca.gov/pr/nclb/*
NCLB Title III Accountability	Language Policy and Leadership Office (916) 319-0845	*http://www.cde.ca.gov/sp/el/t3*
Statewide Assessments	Standards and Assessment Division (916) 445-9441	
• STAR – *CST* and *CAT/6 Survey*	Testing and Reporting Office (916) 445-8765 star@cde.ca.gov	*http://www.cde.ca.gov/ta/tg/sr/*
• STAR – *CAPA*	Special Education Division, Assessment, Evaluation, and Support Office (916) 323-7192 or (916) 327-3658	*http://www.cde.ca.gov/ sp/se/sr/capa.asp*
• *CAHSEE*	High School Exit Exam Office (916) 445-9449 cahsee@cde.ca.gov	*http://www.cde.ca.gov/ta/tg/hs/*

CDE Contact Offices and
Related Internet Sites (continued)

Topic	CDE Contact Offices	CDE Web Site
Low Performing Schools • High Priority Schools Grant Program (HPSG) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR) • Intervention Assistance	School Improvement Division (916) 319-0830 High Priority Schools Office (916) 324-3236 Intervention Assistance Office (916) 319-0836	*http://www.cde.ca.gov/ta/lp/*
API Awards Programs • Governor's Performance Award (GPA) Program • Certificated Staff Performance Incentive Act	Awards Unit, Policy and Evaluation Division (916) 319-0866 awards@cde.ca.gov	*http://www.cde.ca.gov/ta/ac/pa/ awards.asp*
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	Educational Options Office, Secondary, Postsecondary and Adult Leadership Division (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564	*http://www.cde.ca.gov/ta/ac/am*

Appendix

Calculation Rules
- **Inclusion/Exclusion Rules for Calculating the 2004 API Base**
- **Math/Science Rules for Calculating the 2004 API Base**
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API Research Reports

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Calculation Rules

Inclusion/Exclusion Rules for Calculating the 2004 API Base

The inclusion/exclusion rules in this chart are applied prior to calculating the Academic Performance Index (API). They do not affect the score a student receives. They are used solely in the calculation of the API reports at the school, local educational agency (LEA), and state levels. The rules for API reports may not always match the rules for Adequate Yearly Progress (AYP) reports, Standardized Testing and Reporting (STAR) program reports, or *California High School Exit Examination* (*CAHSEE*) reports.

"Score" in the chart below refers to a performance level of Advanced, Proficient, Basic, Below Basic, or Far Below Basic on the *California Standards Tests* (*CSTs*) or the *California Alternate Performance Assessment* (*CAPA*); a National Percentile Rank (NPR) on the *California Achievement Tests, Sixth Edition, Survey* (*CAT/6 Survey*); or Pass or Fail on the *California High School Exit Examination* (*CAHSEE*).

Generally, the stepwise process used in applying these inclusion/exclusion rules occurs in the order listed in this chart. Some variations may occur for student records where multiple inclusion/exclusion rules apply.

Inclusion/Exclusion	Rules
Mobility	*CST, CAT/6 Survey, CAPA,* or *CAHSEE*
	N E W If a student has been continuously enrolled in a **school** from the 2003 October California Basic Educational Data Systems (CBEDS) date to the testing date, the student is counted in the **school** API. If a student has been continuously enrolled in a **school district** from the 2003 October CBEDS date to the testing date, the student is counted in the **school district** API.
Completely Blank Test	*CST, CAT/6 Survey,* or *CAPA*
	The entire STAR student record IS NOT included in the API if the record shows no scores or items attempted on any part of the *CST, CAT/6 Survey,* and *CAPA* used in the API.
	CAHSEE
	The *CAHSEE* grade ten student record showing "Blank/Not Attempted" for one or both content areas IS included and assigned a weight of 200 for the content area(s).
Irregularity	The test content area showing a student or adult test irregularity on a student record IS included in the API Base but IS NOT included in the API Growth.
	CST, CAT/6 Survey, CAPA, or *CAHSEE*
	The test content area of the student record containing the irregularity IS included in the API Base.
Unmatched Score	*CST* or *CAT/6 Survey* only
	Grade Four and Seven Writing
	■ If the student record shows "Writing Test Only" or "Unmatched Writing Test (Test Grade Level four and seven)," the entire record IS NOT included.
	Grade Two and Three *CST* and *CAT/6 Survey*
	■ If the *CST* and *CAT/6 Survey* records are unmatched for a student, the records ARE included and treated separately, except for determining the number tested and enrollment. To determine the number tested and enrollment, only the *CST* is counted (to avoid double-counting in summary results).

Below Grade Level	If the student record shows zero attempted on all parts of the STAR test that was administered below grade level, it IS NOT included in the API.
	If the student answered one or more questions on any part of a below grade level STAR test, the following applies:
	CST only
	■ For any below grade level, the record IS included but assigned a weight of 200 for all content areas of the _CSTs_ used in the API, except for:
	• Grade level eight through ten mathematics _CST_ tests, which use "Grades Eight Through Eleven Mathematics _CST_ Rules" (see page 57)
	• Grade level nine through ten science _CST_ tests, which use "Grades Nine Through Eleven Science _CST_ Rules" (see page 57)
	• Grade ten through eleven social science _CST_ scores which are not adjusted
	• Unmatched grade level three tests for students in grade five, which are treated separately
	CAT/6 Survey only
	One or two grades below grade level
	■ The score of no more than two levels below IS included for the content area. If there is no score, the record is assigned a weight of 200 for the content area[1]
	Inappropriate below grade level[2]
	■ The score IS included but assigned a weight of 200 for all content areas of the _CAT/6 Survey_ used in the API.
Accommodations	**_CST, CAT/6 Survey_, or _CAHSEE_ only**
	■ The score IS included for the content area.
Modifications	**_CST, CAT/6 Survey_, or _CAHSEE_ only**
	■ The score IS included for the content area and assigned a weight of 200.
Not Tested, Parent Exemption, and Zero or Some Items Attempted	**NOTE:** Some records marked with codes that indicate the student did not take the test also show a score or items attempted for one or more content areas of a test. In these instances, the score or items attempted is considered in the API calculation.
1. Student Not Tested (all content areas)	**_CST, CAT/6 Survey_, or _CAPA_ only**
	■ If one or more of the choices for "Student Not Tested" field is marked, the entire student record is NOT included, with the following exceptions:
Choices: • Assessed with _CAPA_ • Exempt by parent request • Absent • Multiple marks	• The student record has a score for a content area, in which case the score is included for the content area.
	• The student record has one or more items attempted (but no score) for a content area, in which case the content area is assigned a weight of 200.

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[1] National percentile rank (NPR) scores of one or two levels out are adjusted to the appropriate grade level by the testing contractor.

[2] Inappropriate below grade level includes students tested below grade level in grades two through four or students in grades five through eleven tested more than two grade levels below. Above level is not included because these records are not scored.

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2. Parent/Guardian Exemption (by content area)	*CST* or *CAT/6 Survey* only
	■ The student record is NOT included for the content area, with the following exceptions:
	• The student record has a score for the content area, in which case the score is included.
	• The student record has one or more items attempted (but no score) for a content area, in which case the content area is assigned a weight of 200.
3. No Score, Not Tested, Zero Attempted (by content area)	*CST, CAT/6 Survey,* or *CAPA* only
	Record does not have scores on other STAR tests (i.e., completely blank test)
	■ A student record with a blank test showing no scores or items attempted on any part of the STAR content areas IS NOT included for any content areas.
	Record has scores on other STAR tests
	■ A student record with no score and no items attempted in a content area (but with one or more scores on other STAR content areas) IS NOT included for that content area, with the exception of the following:
	• Grades eight through eleven mathematics *CST*, which will be assigned a weight of 200
	• Grades nine through eleven science *CST*, which will be assigned a weight of 200
	• The student tested below grade level (see "Below Grade Level" described on page 55)
4. No Score, Incomplete, Some Attempted (by content area)	*CST, CAT/6 Survey,* or *CAPA* only
	■ The content area IS included and assigned a weight of 200.
5. Invalid Mathematics *CST* Test Taken (grades eight through eleven) or Invalid Science *CST* Test Taken (grades nine through eleven)	*CST* only
	■ If "Unknown," "Multiple Marks," or Blank for "*CST* Mathematics Test Taken" or "*CST* Science Test Taken" are shown on the student record, the content area IS included and assigned a weight of 200.
6. *CAHSEE* Performance Level Weights	*CAHSEE* only

CAHSEE only

Mathematics or ELA Passed/Not Passed Indicator Codes
2004 API Base
Tenth Grade Only

P = Passed (scale score of 350 or more)	1000
N = Not Passed	200
I = Not Valid (modification used)	200
A = Absent	200
C = Score Invalidated (irregularities)	200
H = Pending	200
X = Not Attempted	200
T = Previously passed (per district records)	Not included

Note: For the 2004 API Growth and Base, make-up tests will be tracked so that a student who was absent would be counted only for the make-up score. This will be done using subtotals by category (schoolwide and each subgroup).

Math/Science Rules for Calculating the 2004 API Base

Grades Eight Through Eleven Mathematics *CST* Rules, 2004 API Base

■ **Students in grade eight or nine who took the *California General Mathematics Standards Test* (*CST* in general mathematics):** The *CST* in general mathematics is based on grades six and seven state content standards. To adjust for the difference in grade level standards, the API performance level weights for results from the *CST* in general mathematics are adjusted for the API calculation. For grade eight, the performance level of the student record is lowered by one performance level. For grade nine, the performance level of the student record is lowered by two performance levels. This rule is illustrated in the mapping charts on page 58.

■ ***CST* in mathematics:** To account for students who take no *CST* in mathematics (including those in grades eight and nine), a credit of 200 is assigned for the performance level weight for any student record without a *CST* in mathematics performance level in grades eight through eleven.

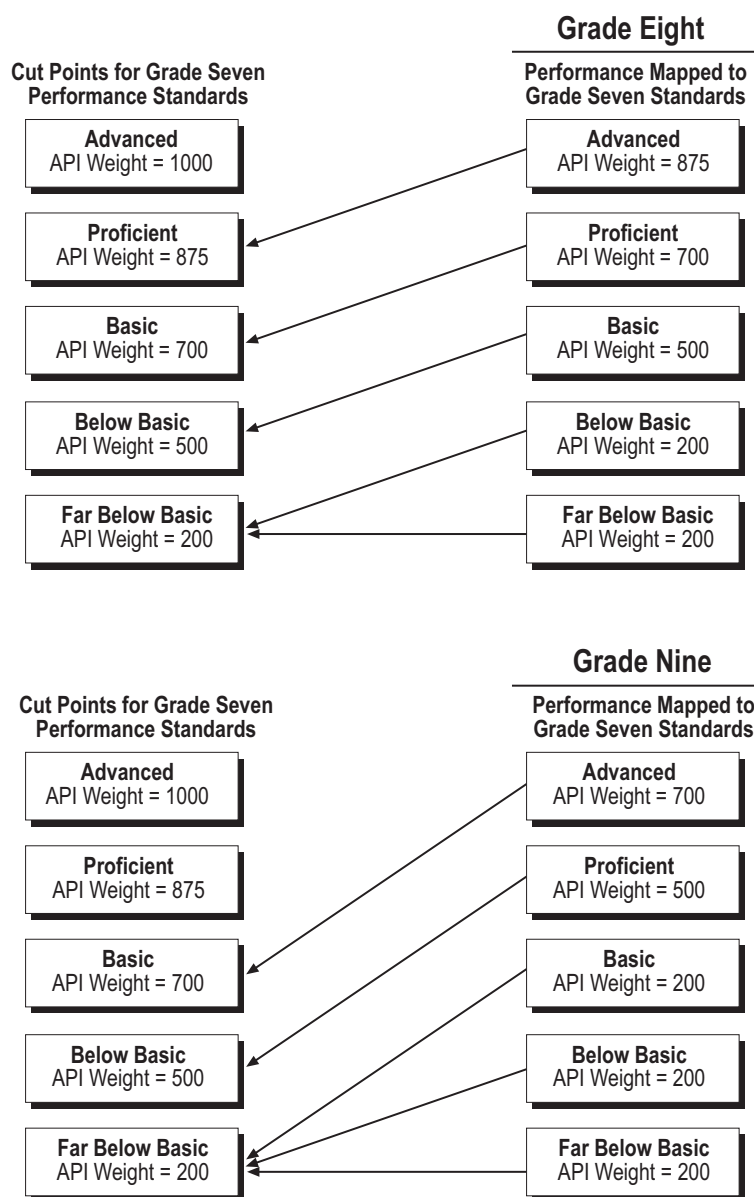## Grades Nine Through Eleven Science *CST* Rules, 2004 API Base

■ To account for students in grades nine through eleven who take no *CST* in science, a credit of 200 is assigned for the performance level weight for any student record without a *CST* in science performance level in grades nine through eleven.

California General Mathematics Standards Test (CST *in General Mathematics*) Mapping Chart

The *California General Mathematics Standards Test* (*CST* in general mathematics) is given to any student in grade eight or nine who does not take one of the other mathematics standards tests. The *CST* in general mathematics is based on grade six and seven state content standards. To adjust for the difference grade-level standards, the API performance level weights for results from the *CST* in general mathematics were calculated by mapping grade eight and nine performance on the *CST* in general mathematics to the grade seven *CST* in mathematics performance levels. This was done by lowering the API credit by one performance level for a grade eight student record and two performance levels for a grade nine student record. This limits the top performance level weight of the grade eight student record to 875 and of the grade nine student record to 700.

California General Mathematics Standards Test
Grades Eight and Nine Performance

**Mapped to Grade Seven Performance Standards
With Corresponding API Weights**

Grade Eight

Cut Points for Grade Seven Performance Standards

Performance	API Weight
Advanced	1000
Proficient	875
Basic	700
Below Basic	500
Far Below Basic	200

Performance Mapped to Grade Seven Standards

Performance	API Weight
Advanced	875
Proficient	700
Basic	500
Below Basic	200
Far Below Basic	200

Grade Nine

Cut Points for Grade Seven Performance Standards

Performance	API Weight
Advanced	1000
Proficient	875
Basic	700
Below Basic	500
Far Below Basic	200

Performance Mapped to Grade Seven Standards

Performance	API Weight
Advanced	700
Proficient	500
Basic	200
Below Basic	200
Far Below Basic	200

API Research Reports

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also provides for an advisory committee to assist the SSPI and the SBE in the creation of the API.

The PSAA Advisory Committee was established in 1999 and immediately formed a Technical Design Group (TDG), comprised of educational measurement specialists from universities, research organizations, and local educational agencies, to provide guidance on technical issues. The TDG produced the foundation analyses and recommendations for the creation of the *Framework for the Academic Performance Index and the 1999 Base Year Academic Performance Index (API).*

Guiding Principles of the API

The Framework contains guiding principles for creation and evolution of the API. The first and most primary guideline is that the API must be technically sound. "Given the high-stakes nature of the API, the many well-meaning educators, parents, and students who will be affected by the API will lose heart if it is not accurate or if it does not evolve in an orderly fashion from year to year." To that end, the TDG and PSAA Advisory Committee sought to base their policy recommendations to the greatest extent possible on analyses of existing data and simulations of proposed policy alternatives.

API Technical Reports

As API development has occurred over the years, technical analyses and reports have been produced to guide the policy recommendations submitted to the PSAA Advisory Committee and the SBE and to document statistical methodologies. Selected API technical reports are posted on the CDE's Web site at:

http://www.cde.ca.gov/ta/ac/ap/researchreports.asp

Valid API Criteria

API Regulations for Determining a Valid API for the Governor's Performance Award (GPA)

The *California Code of Regulations*, Title 5, summary provided in this section reflects key regulations related to Academic Performance Index (API) award programs. These regulations were adopted by the State Board of Education in November 2001.

Summary of Selected Subsections of Section 1032 Title 5, *California Code of Regulations* Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to API		Number of Years a School is Ineligible for Awards (Section 1032 (e))
Section 1032 (d)	In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5 percent or more of pupils tested.	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

Education Code Requirements for Determining a Valid API

In addition to state regulations, California's *Education Code* also contains requirements about what constitutes a valid API.

Education Code Section 52052 (f)(2)

A school shall annually receive an API score, unless the State Superintendent of Public Instruction determines that an API score would be an invalid measure of the school's performance for one or more of the following reasons:

(A) Irregularities in testing procedures occurred.

(B) The data used to calculate the school's API score are not representative of the pupil population at the school.

(C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.

(D) The California Department of Education discovers or receives information indicating that the integrity of the API score has been compromised.

(E) Insufficient pupil participation in the assessments included in the API.